

Inspection of YMCA Sefton Nursery

YMCA, 81 Hoghton Street, Southport, Merseyside PR9 0PR

Inspection date: 4 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this welcoming and highly inclusive nursery. They develop close friendships and are encouraged to respect each other's differences. Staff gather information from parents about children's individual interests and likes. This is used exceptionally well to support children during the settling-in process. For example, staff sing children's favourite songs during play and nappy changing. This promotes children's emotional security as they get used to their new surroundings. Children enjoy a rich and varied range of experiences, including visits to the local care home. This supports children to develop their understanding and respect for people and communities outside of their immediate family.

Children build very secure attachments with staff. They demonstrate that they feel safe as they are confident to make choices about what they wish to play with. There are extremely high expectations of all children. Children name some of the 'promises' they have in nursery, such as sharing and being kind. Staff remind children to use 'kind hands' and support them to think of ways to play cooperatively. Staff teach children the language of feelings to enable them to explain when they feel sad, angry or happy.

Children's individual care needs are known in detail and respected by staff. Children with special educational needs and/or disabilities are exceptionally well supported. Detailed discussions with parents and outside agencies ensure that staff have an in-depth understanding of children's unique needs. Children who speak English as an additional language are well supported. Staff use children's home languages to communicate with them when required. Staff teach all children sign language. This supports children's communication and language development well and further develops children's understanding of diversity.

What does the early years setting do well and what does it need to do better?

- Children in receipt of additional funding are supported through carefully considered activities and equipment that match their individual learning needs. For example, a sensory room has been created for all children to use. A specialist ball pool, a cosy area with relaxing lights and various textured, sensory equipment have been provided. Individual children use the room to access specialist resources, such as holding and squeezing balls to develop their muscle control. In addition, small groups of children use the area for quiet activities which focus on supporting their understanding of numbers and letters.
- Parents speak highly of the nursery and the staff. They comment on the 'fantastic' support that they receive in meeting their children's individual needs. Parents feel they are kept informed of their children's learning and development. An online learning system means that staff and parents can easily share

observations and assessments of children's progress. Events are planned, such as 'stay-and-play' sessions where parents spend time playing with their children. Parents are encouraged to continue to support their children's progress at home, such as sharing books.

- Children enjoy exploring the outdoor area where they can climb, jump, crawl and slide. They begin to learn about the natural world, for example, they excitedly hunt for insects in the minibeast area. They use magnifying glasses to search for cobwebs and delight in telling staff when they have found a spider to look at. Children have opportunities to plant seeds and care for vegetables in the allotment area. Children's individual dietary needs are known and catered for. The nursery cook provides fresh, nutritious meals and snacks for all children.
- Staff demonstrate a good knowledge of individual children's progress. A highly effective key-person system enables staff to plan for children's next steps in their learning. Staff plan focused activities which help to prepare older children for the move to school. For example, children develop a knowledge of letters and numbers and begin to recognise their written name. However, on occasion, activities are not organised as effectively as possible to ensure all children are fully engaged. Staff do not always provide sufficient challenge to deepen children's knowledge. For example, in small-group activities staff do not provide enough boards and pens for all children. This means they have to wait to have a quick turn at writing the numbers and do not remain fully involved.
- The experienced manager is highly committed to improving the quality of the nursery even further. Staff report that they feel supported by the management and receive appropriate training to help them in their roles. Knowledge and skills gathered from training are shared with all staff to promote continuous development. However, some aspects are not yet fully implemented into daily practice to ensure consistency from all staff. For example, several staff attended training in using skilled questioning techniques to further develop children's language. This is being developed throughout the nursery to ensure consistently high-quality interactions from all staff.

Safeguarding

The arrangements for safeguarding are effective.

A detailed safeguarding policy is in place which is shared with parents. Staff demonstrate a clear knowledge of the procedures to follow should they have any concerns regarding children's welfare. They are aware of the signs and symptoms of abuse and know how to protect children from harm. Effective recruitment procedures are implemented to ensure that staff working with children are deemed suitable to do so. Appropriate checks are completed when new staff join the nursery. In addition, the manager discusses ongoing suitability with staff. Staff attend training in child protection and their knowledge is kept up to date through regular discussions around wider safeguarding issues.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- identify where activities can be extended and enriched even further to provide children with greater levels of challenge, such as during group-time activities
- continue to implement the knowledge and skills gained from training, to ensure consistently high-quality practice from all staff.

Setting details

Unique reference number	EY547879
Local authority	Sefton
Inspection number	10133720
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	52
Number of children on roll	62
Name of registered person	City Of Liverpool Young Men's Christian Association (Inc.)
Registered person unique reference number	RP547878
Telephone number	01704 538 317
Date of previous inspection	Not applicable

Information about this early years setting

YMCA Sefton Nursery registered in 2017 and is located in Southport. The setting employs 12 members of childcare staff. Two staff members hold appropriate early years qualifications at level 6. Nine staff members hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday, 8am to 6pm, all year round except for one week at Christmas. The setting receives funding to provide free early education for two-, three - and four-year-old children.

Information about this inspection

Inspector

Wendy Dockerty

Inspection activities

- The inspector completed a tour of all the areas used by the nursery to find out how they are organised, and the range of activities provided.
- The inspector spoke to parents during the inspection and took account of their written views.
- The inspector spoke to children at appropriate times throughout the inspection.
- A sample of documentation was checked by the inspector, including evidence of staff suitability, qualifications and training.
- The inspector held meetings with the management team and spoke with staff throughout the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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